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A Community Unseen Should Not Be Left Unnoticed:

A Web-based Instructional Module on Promoting Campus Diversity

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Introduction

Colleges and universities all over the United States have aimed towards creating and enforcing policies and practices that promote diversity and equity of its students. According to the Digest of Education Statistics published by the National Center for Education Statistics, there are 4,314 degree-granting institutions (2008). Out of the 4,314, only 280 colleges and university across the United States have non-discrimination policies that include gender identity and expression (Transgender Law and Policy Institute, 2009).

Campus Orientations are held at the beginning of each semester for new and transfer students to educate them about the student code of conduct and campus policies that all students are expected to adhere to. Although the orientations cover policies against violence, harassment, and discrimination, gender diversity and equity is a topic that is not widely discussed. The University of Hawaii offers academic and support services for the Lesbian, Gay, Bisexual, and Transgendered (LGBT) community on campus, but is deficient in providing an online resource that highlights pertinent information about campus policies and the student code of conduct. There is also a lack of resources that addresses gender diversity and equity. There needs to be a central location that addresses all factors that relate to gender diversity, equity, and transgender issues in education.

Background

Unlike the lesbian, gay, or bisexual populations, the transgendered community is more at risk of becoming victims of harassment, violence, and discrimination. Transgendered students are more likely to become targets or victims of hate crimes and social prejudice because of the physical or behavioral characteristics they possess, that easily distinguish and readily identify them as transgendered (It's Time, Illinois, 1997).

Being an advocate for the transgender community involves striving for acceptance, support and inclusiveness of all people. The goal surrounding the effort of the instructional module is aimed towards developing and promoting educational efforts that raise awareness level and increase the sensitivity towards gender variant students on campus (Washington and Evans, *Beyond Tolerance*, Chapter 11).

In Lucier's study *Technology: A Potential Ally for Lesbian, Gay, Bisexual, and Transgender Students*, he validates the need for online resources to the transgendered population. He states that resources for information can be critical to students that question their sexuality or gender identity. Naturally, transgendered students will want to find information, but at the same time, keep their questioning secretive for personal and safety reasons (1998).

The instructional module should target not only heterosexual students on campus, but extend to the transgender community in need of additional resources for academic and transition support. Due to the absence of the presence of the transgender community on campus and their inability to publicly voice their concerns, colleges have been slow to recognize, much less, provide support to transgendered students (Bauder, 1998). The creation of an online resource for transgendered students will provide a location for them to seek the support they need, and additionally, educate others students in the academic community of the University of Hawaii with information to pass along to others.

The best method for creating an instructional module and disseminating information to a wide audience is by publishing it to a web page over the Internet. A web page is accessible 24 hours a day to anyone with a computer or smart phone that has the capability of accessing data over the internet, either wired or wirelessly, through a web browser. The internet provides a medium for students to search for information anonymously regardless if sites are accessed

through a computer on campus, or a personal laptop from the comfort of their own home. In other words, the use of electronic media to publish an instructional module is an effective way for individuals to anonymously acquire information that they otherwise would not want to publicly obtain (Lees, 1998).

Glimps and Ford, professors at Tennessee State University, state that “technology-based instruction, which includes the incorporation of sound instructional design and proven learning-centered techniques, is an important strategy to use when teaching students about diversity.” This belief stems from their observation that students in this generation are digital-natives that are conditioned to learning through multimedia and interactive resources. In order for the instruction to be effective, they suggest that modules must illustrate how diversity issues have affected communities, and how they are vital to the nature of individual identities (2008).

Intervention

Purpose

The purpose of the instructional module is to develop and evaluate a web-based, instructional module designed to educate students of the University of Hawaii at Manoa about gender diversity and equity on campus, and to raise awareness regarding transgender specific issues in education.

After the completion of the web-based instructional module, participants will promote tolerance and acceptance of gender variant students by demonstrating knowledge of gender identity and sexual orientation, readily identify transgender-specific issues in education, and provide direction for transgendered students on where to locate personal and academic support.

Instructional Analysis

The terminal goal of the web-based instructional module is aimed towards developing and promoting educational efforts that raises awareness of transgender specific issues in education, and increases the cultural sensitivity towards gender variant students on campus (Washington and Evans, 1991).

Cognitive Domain	
Main Step in Instructional Goal	Performance Objective for Main Step
1. Demonstrate knowledge of gender identity and sexual orientation.	1.1 After completion of the “Defining Sex and Gender Identity” module, the participant will demonstrate knowledge of gender identity and sexual orientation by scoring an 80% or above on the post-test.
Subordinate Skills	Subordinate Objectives for Main Step
1.1. Understand the concept of sexual orientation.	1.1.1 Given four possible definitions, the participant will choose the explanation that best describes the concept of sexual orientation.
1.2. Understand the concept of gender identity.	1.2.1 Given four possible definitions, the participant will choose the explanation that best describes the concept of gender identity.
1.3. Understand the medical condition gender dysphoria.	1.3.1 Given four possible definitions, the participant will choose the explanation that best describes the medical condition gender dysphoria.
1.4. Distinguish between sexual orientation and gender identity.	1.4.1 When asked to differentiate between sexual orientation and gender identity, the participant will correctly identify and match the example with the right concept.
Main Step in Instructional Goal	Performance Objective for Main Step
2. Identify transgender specific issues in education.	2.1 After completion of the “Transgender Specific Issues in Education” module, the participant will demonstrate an understanding of transgender specific issues in education by scoring an 80% or above on the post-test.
Subordinate Skills	Subordinate Objectives for Main Step
2.1 Evaluate campus policies at the University of Hawaii.	2.1.1 When given a cloze sentence, the participant will correctly identify the missing words to complete the sentence.
2.2 Evaluate the need for gender designation practices.	2.2.1 Given a scenario, the participant will choose the best possible answer that correctly identifies remedies or solutions to the problem

2.3 Evaluate the need for gender neutral facilities.	presented. 2.3.1 Given a scenario, the participant will choose the best possible answer that correctly identifies remedies or solutions to the problem presented.
Affective Domain	
Main Step in Instructional Goal	Performance Objective for Main Step
1. Participants will become advocates to minimize social prejudice and discrimination towards transgendered students.	As an element of the academic community of the University of Hawaii, the participants, will choose to: 1.1 Practice and promote tolerance and acceptance of gender-variant students. 1.2 Provide direction for transgendered students on where to locate personal and academic support when needed.

Figure 1. *Performance Objectives of the Web-Based Instructional Module*

Design of the Instructional Module

The design and development process of the web-based instructional module is based on The Dick and Carey Model of instructional design. The model consists of nine stages for designing the modules: 1) identify instructional goals, 2) conduct an instructional analysis, 3) identify entry behaviors, 4) write performance objectives, 5) develop assessment instruments, 6) develop an instructional strategy, 7) develop instructional materials, 8) design and conduct formative evaluations, and 9) design and conduct summative evaluations (2009).

The format for instruction will be developed using Keller's ARCS model of motivational design. The acronym ARCS stands for attention, relevance, confidence, and satisfaction.

Software that will be used to develop the instructional module are Dreamweaver for web publishing, Adobe Photoshop to edit and manipulate photos, and Adobe Flash to create interactive buttons. Hot Potatoes will be used to create and embed the pre- and post-tests.

Hardware required for the development of the instructional module is a computer with access to the internet.

Participants for the instructional will need access to a computer with internet capabilities. The instructional module is compatible with all web browsers on any operating system: Windows, Mac, or Linux. The module would be best viewed at a screen resolution of 1024x768.

Target Audience

The intended audience for the instructional module are students, both graduate and undergraduate, of the University of Hawaii at Manoa, that are at least 18 years of age and older. The reason this population was chosen is because their attitudes, ideals, and experiences concerning social issues directly affect the learning environment on campus. Each individual makes up a part of the campus community, and therefore need to be educated on actions they can take to become contributing members of a safe and conducive learning environment.

The majority of the participants are aware of campus policies that protect the safety and rights of an individual on campus, as well as the standards a student is expected to abide by as stated in the student conduct code. They will have some previous knowledge about gender and sexual orientation, but limited to no knowledge surrounding the transgender community, and issues they face in an educational institution.

Formative Evaluation Methodology

Sample Population

A small sample of 12 individuals taken from the target group will be recruited for the purpose of conducting an initial test and run through of the instructional module. The sample group will have the task of evaluating the instruction, and providing feedback and suggestions for revisions to increase the effectiveness of the web-based module.

A subject matter expert (SME) will review the instructional module a month before initial testing with the sample population to review the content for accuracy of information. The SME is a transgendered individual that recently graduated from the University of Hawaii at Manoa.

Instruments

Each instructional module consists of an embedded pre-test to test for prior knowledge of the content presented, and a post-test to determine if the material presented was effective in providing instruction. At the end of the instructional module, a demographic survey will be distributed to the participants to gather background information about who they are: gender, age, ethnicity, religious affiliation, sexual orientation. The survey will also contain an attitudinal portion, consisting of six likert scale questions and four open-ended questions, to express their thoughts and feelings about their experience and what they thought about the module overall.

Data Analysis

The pre- and post-test data will be analyzed and graphed in bar and line chart form to show a visual representation of growth or gains in knowledge.

Committee for Protection of Human Subjects

Before human subjects are recruited for the study, an application package for exempt review must be submitted to the University of Hawaii's Institutional Review Board (IRB). The package consists of an original signed Declaration of Exemption Form, the purpose statement which reveals the premises for the study, and a copy of the consent form to be distributed to the participants. The consent form contains extensive information about the project in its entirety. This process helps to ensure that the rights and identities of the participants are protected. Forms will be distributed, and submission of the completed form is required before an individual is allowed to participate.

Timeline

A timeline was created to assist the researcher in keeping on task with the development of the project. Figure 2 shows important tasks along with accompanying task initiation or

Date	Task
Sept 18	Finish lit review and human subjects' package.
Sept 25	Make corrections and apply suggestions on papers.
Sept 30	Finish development of surveys.
Oct 1	Submit proposal, lit review, and human subjects' package.
Oct 24	Submit final proposal to advisor for review.
Nov 2	Begin module development: create website layout and design.
Nov 9	Begin development of 1 st module including pre and post test.
Nov 16	Begin development of 2 nd module including pre and post test.
Nov 23	Begin development of 3 rd module including pre and post test.
Nov 30	Begin development of 4 th module including pre and post test.
Dec 1	Receive feedback from advisor and apply suggestions.
Dec 15	Distribute module to SME.
Dec 31	Submit human subject package. Receive feedback from SME and apply suggestions.
Jan 9	Finish applying suggestions from SME.
Jan 16	Distribute module to testing group.
Jan 23	Receive feedback from testing group and apply suggestions.
Jan 24	Finish applying suggestions from testing group.
Feb 1	Receive human subjects' approval.
Apr 16-17	Distribute module to learners. Learners complete module, tests, and surveys. Begin compiling results and summary.
May 1	Finish compiling results and summary. Present at TCC Conference.

Figure 2. Project timeline.

Limitations

The module will be available to everyone at the University of Hawaii. I chose not to limit it to one population that makes up the academic community because I believe that it is important for everyone to be aware of issues that can arise on campus that relate to gender diversity and equity. The module will be a general overview of how individuals can become positive enforcements that contribute to a cohesive learning environment for everyone.

Assumptions

The majority of participants will have previous knowledge about University of Hawaii's campus policies and student conduct codes, and are hopefully abiding by the standards that are placed for each individual. They are aware of the fact that there are LGBT students on campus, but do not know much about the transgendered community.

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